R E P O R T R E S U M E S

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AN EMPIRICAL CRITERION VALIDATION STUDY ON SOME PSYCHOLOGICAL INVENTORY FINDINGS RELATED TO ELEMENTARY SCHOOL TEACHERS.

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THE FINDINGS OF 84 STUDIES OF TEACHER BEHAVIOR, ATTITUDES, AND PERSONALITY WERE CORRELATED WITH THEORETICAL MODELS DERIVED FROM THE EDWARDS PERSONAL PREFERENCE SCHEDULE AND THE ALLPORT-VERNON-LINDZEY STUDY OF VALUES. IT WAS CONCLUDED THAT (1) AN OCCUPATIONAL PRESS SEEMS MOST EVIDENT ON THE EPPS SCALES RELATING TO HETEROSEXUALITY, AUTONOMY, ENDURANCE, ORDER, AND DEFERENCE, (2) SCORES ON OTHER SCALES AND THE STUDY OF VALUES SHOWED THAT BEING A WOMAN AND IN A PARTICULAR COLLEGE IS MORE IMPORTANT IN SCORE DETERMINATION THAN BEING AN EDUCATION MAJOR, (3) INVESTIGATORS OF COLLEGE-STUDENT CHARACTERISTICS SHOULD BE AWARE THAT A SPECIFIC COLLEGE HAS A SPECIFIC STUDENT TYPE WHICH WILL INFLUENCE THE FINDINGS, (4) IT IS POSSIBLE AND PROFITABLE TO SECURE MEASURES OF OVERT ACTIONS AS VALIDITY CRITERIA FOR PAPER-AND-PENCIL PERSONALITY MEASURES, (5) THE EPPS AND THE STUDY OF VALUES FORM A THEORETICAL PICTURE OF ELEMENTARY SCHOOL TEACHERS WHICH, WITH A FEW EXCEPTIONS, IS CONSISTENT WITH THEIR OPERATIONAL ATTITUDES AND BEHAVIOR PATTERNS. (RP)

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"AN EMPIRICAL CRITERION VALIDATION STUDY OF SOME PSYCHOLOGICAL INVENTORY FINDINGS RELATED TO ELEMENTARY SCHOOL TEACHERS"

A. Theoretical Structure Postulates.

1. Distinctive jobs tend to have an occupational press which attracts particular people to these positions and act to further mold and select the type person who will remain in these jobs. Elementary school teaching is subject to this press (11, 12, 39, 64, 65).

2. Representative samples show the attitudes and behaviors characteristic of the populations from which the samples were taken.

3. Actual attitudes and behaviors of sample teacher populations should be analogous to the theoretical attitudes and behavior extrapolated from psychological inventory findings based on similar sample groups.

4. The best test of the validity of a psychological inventory is the real-life performance of the subject taking the inventory. Where these subjects are part of a specific group with definite characteristics strongly related to membership in this group, another representative sample of this group should show attitudes and behavior patterns similar to the psychologically inventoried sample.

5. This study has derived a theoretical behavior structure from psychological inventory findings of several elementary teacher and prospective teacher samples and sought to validate it against the empirical findings concerning the actual attitudes and behavior of similar elementary teacher and prospective teacher samples.

B. Procedures

1. Edwards Personal Preference Schedule - Theoretical constructs from the EPPS were based on five studies (16, 62, 70, 71, 72). Raw scores of separate scales were compared to other scales, compared to other study scores, and compared to the Edwards norm group. Scores were also ranked and divided into thirds with the top third indicating a higher order drive, the middle third a

moderate order drive, and the bottom third a lower order drive. Empirical studies used for validation purposes are numbered in reference to the appended bibliography.

2. Allport-Vernon-Lindzey Study of Values - The same procedures as above were used for the Study of Values, basing them on six studies for obtaining a theoretical behavioral construct (41, 51, 62, 66, 74, 79).

C. Findings

1. Edwards Personal Preference Schedule

a. Affiliation and Nurturance scales show the high need expected of elementary teachers. These show a positive relationship with teaching experience and teaching satisfaction and a negative relationship to grade level taught. Consistency with field studies is evident (1, 4, 10, 30, 31, 32, 35, 37, 40, 43, 49, 53, 62, 73).

b. Abasement, Dominance, Exhibitionism, and Succorance are in the moderate need category. Only Exhibitionism lends itself explicitly to validation data by showing the generally non-exhibitionist nature of teachers' out-of-school activities (34, 42, 46).

c. Both Aggression and Achievement show low to moderate drives. They are positively related to grade level taught and validating studies are abundant (1, 7, 8, 17, 18, 20, 23, 26, 31, 32, 43, 44, 55, 57, 63, 80).

d. The scales which show the most consistent trend in departing from the norm are those relating to Heterosexuality, Autonomy, Endurance, Order, and Deference. They present the picture of a group of people who are not unusually romantically inclined, are highly organized, are obedient to authority, are very patient, and are willing and anxious to cooperate with others. This would seem to constitute a definite occupational press. Studies buttress this (6, 21, 29, 33, 36, 39, 76, 78).

e. Teachers and prospective teachers are high on the Intraception scale but not significantly more so than the norm group. This would seem to indicate that all college women have the same high analytical need and this is not a special teacher trait.

f. Teachers rate high on Change as does the norm group. This would seem to indicate that elementary teachers would be very eager to adopt educational innovations

and break new ground. This does not jibe with the slow rate of classroom adoption of innovative practices. Innovation in Education, edited by Matthew Miles, is particularly clear on this point.

2. Allport-Vernon-Lindzey Study of Values

   a. Teachers show a strong orientation toward social and religious values. There is much evidence in verification of this (3, 14, 15, 25, 27, 34, 60, 82, 84).

   b. Aesthetic and theoretical values are moderate. This is supported by the evidence(13, 34, 42, 46, 73, 76, 84).

   c. Elementary teachers and prospective teachers are low in values pertaining to political and economic areas. Field studies bear out this tendency (2, 13, 34, 22, 45, 46, 50, 52, 58).

3. General

   a. Subject groups were usually much more like the norm group than unlike it. This was particularly true of the Study of Values.

   b. Depending on what study was being used, significant differences between studies and significant differences on either side of the norm group could be found on many scales.

D. Conclusions

1. An occupational press seems most evident on the EIPS scales relating to Heterosexuality, Autonomy, Endurance, Order, and Deference. Scores on other scales and the Study of Values indicate the greater influence of a college press and a culturally imposed feminist orientation.

2. Investigations using college population samples should be aware of the college press influencing the findings (5, 39, 55, 69).

3. It is possible and profitable to strengthen theoretical constructs by investigating concomitant behaviors. This constitutes an empirical criterion validation study.

4. The Edwards Personal Preference Schedule and the Study of Values form a theoretical picture of the elementary school teacher which, with a few exceptions, is consistent with their operational attitudes and behavior patterns.

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